

## Carvers Bay Middle

13000 Choppee Road  
Hemingway, South Carolina 29554

**Grades** 6-8 Middle School

**Enrollment** 397 Students

**Principal** Darryl P. Stanley 843-558-6930

**Superintendent** Dr. H. Randall Dozier 843-436-7000

**Board Chair** Mr. Joe M. Crosby 843-436-7000

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

### ABSOLUTE RATING

### BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	19	23

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Below Average	No
<b>2004</b>	Below Average	Unsatisfactory	No
<b>2005</b>	Below Average	Unsatisfactory	No
<b>2006</b>	Below Average	Unsatisfactory	No

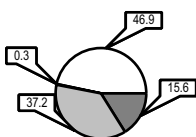
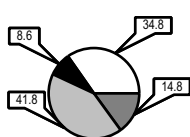
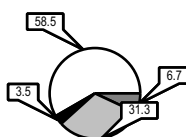
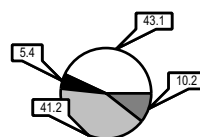
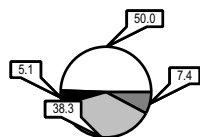
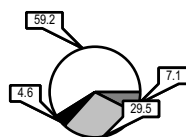
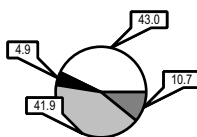
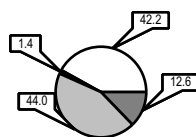
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**END OF COURSE TESTS**

Percent of students scoring 70 or above on:	<b>Our School</b>	<b>Middle Schools with Students Like Ours</b>
Algebra 1/Math for the Technologies 2	100.0	90.1
English 1	84.6	82.9
Biology 1/Applied Biology 2	N/A	48.9
Physical Science	N/A	28.5
All Subjects	92.7	83.0

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	382	100.0	46.9	37.2	15.6	0.3	22.4	No	Yes
<b>Gender</b>									
Male	206	100.0	55.2	33.3	11.4	0.0	16.4	N/A	N/A
Female	176	100.0	37.1	41.8	20.6	0.6	29.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	70	100.0	28.4	40.3	31.3	0.0	43.3	Yes	Yes
African American	309	100.0	50.7	36.8	12.3	0.3	17.9	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	337	100.0	39.9	42.0	17.8	0.3	25.5	N/A	N/A
Disabled	45	100.0	97.8	2.2	0.0	0.0	0.0	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	382	100.0	46.9	37.2	15.6	0.3	22.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	380	100.0	46.6	37.4	15.7	0.3	22.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	308	100.0	52.7	35.2	11.7	0.3	17.4	No	Yes
Full-pay meals	74	100.0	23.3	45.2	31.5	0.0	42.5	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	382	100.0	34.8	41.8	14.8	8.6	33.2	Yes	Yes
<b>Gender</b>									
Male	206	100.0	40.8	39.3	12.4	7.5	27.9	N/A	N/A
Female	176	100.0	27.6	44.7	17.6	10.0	39.4	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	70	100.0	16.4	35.8	23.9	23.9	52.2	Yes	Yes
African American	309	100.0	38.7	43.4	12.6	5.3	28.8	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	337	100.0	27.9	45.7	16.6	9.8	37.4	N/A	N/A
Disabled	45	100.0	84.4	13.3	2.2	0.0	2.2	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	382	100.0	34.8	41.8	14.8	8.6	33.2	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	380	100.0	34.7	42.0	14.6	8.7	33.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	308	100.0	39.6	41.6	14.1	4.7	28.9	Yes	Yes
Full-pay meals	74	100.0	15.1	42.5	17.8	24.7	50.7	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	382	100.0	58.5	31.3	6.7	3.5	10.2
<b>Gender</b>							
Male	206	100.0	60.7	27.9	6.5	5.0	11.4
Female	176	100.0	55.9	35.3	7.1	1.8	8.8
<b>Racial/Ethnic Group</b>							
White	70	100.0	35.8	37.3	13.4	13.4	26.9
African American	309	100.0	63.2	30.1	5.3	1.3	6.6
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	337	100.0	53.1	35.3	7.7	4.0	11.7
Disabled	45	100.0	97.8	2.2	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	382	100.0	58.5	31.3	6.7	3.5	10.2
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	380	100.0	58.3	31.4	6.8	3.5	10.3
<b>Socio-Economic Status</b>							
Subsidized meals	308	100.0	64.4	29.5	4.4	1.7	6.0
Full-pay meals	74	100.0	34.2	38.4	16.4	11.0	27.4

<b>Social Studies</b>							
All Students	382	100.0	43.1	41.2	10.2	5.4	15.6
<b>Gender</b>							
Male	206	100.0	46.3	34.8	12.4	6.5	18.9
Female	176	100.0	39.4	48.8	7.6	4.1	11.8
<b>Racial/Ethnic Group</b>							
White	70	100.0	17.9	49.3	22.4	10.4	32.8
African American	309	100.0	48.7	39.4	7.6	4.3	11.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	337	100.0	37.7	44.8	11.3	6.1	17.5
Disabled	45	100.0	82.2	15.6	2.2	0.0	2.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	382	100.0	43.1	41.2	10.2	5.4	15.6
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	380	100.0	43.1	41.2	10.3	5.4	15.7
<b>Socio-Economic Status</b>							
Subsidized meals	308	100.0	48.3	39.9	8.1	3.7	11.7
Full-pay meals	74	100.0	21.9	46.6	19.2	12.3	31.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	130	99.2	46.5	37.8	12.6	3.1	15.7
	7	135	100.0	33.6	56.3	10.2	0.0	10.2
	8	159	100.0	37.7	54.5	7.8	0.0	7.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	124	100.0	49.6	29.4	20.2	0.8	21.0
	7	131	100.0	55.0	38.0	7.0	0.0	7.0
	8	127	100.0	35.8	43.9	20.3	0.0	20.3
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	130	100.0	25.8	46.9	17.2	10.2	27.3
	7	135	100.0	29.7	43.8	14.1	12.5	26.6
	8	159	100.0	44.8	48.7	5.2	1.3	6.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	124	100.0	21.0	41.2	26.1	11.8	37.8
	7	131	100.0	40.3	41.1	7.8	10.9	18.6
	8	127	100.0	42.3	43.1	11.4	3.3	14.6
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	130	100.0	67.2	21.1	8.6	3.1	11.7
	7	135	100.0	56.3	34.4	7.0	2.3	9.4
	8	159	100.0	57.8	33.1	6.5	2.6	9.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	124	100.0	63.0	26.9	6.7	3.4	10.1
	7	131	100.0	64.3	26.4	6.2	3.1	9.3
	8	127	100.0	48.0	40.7	7.3	4.1	11.4
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	130	100.0	44.5	39.1	10.2	6.3	16.4
	7	135	100.0	68.8	27.3	3.9	0.0	3.9
	8	159	100.0	50.0	42.2	5.2	2.6	7.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	124	100.0	30.3	46.2	13.4	10.1	23.5
	7	131	100.0	61.2	27.9	6.2	4.7	10.9
	8	127	100.0	36.6	50.4	11.4	1.6	13.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 397)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	17.6%	Up from 8.1%	11.2%	16.7%
Retention rate	0.5%	Down from 1.9%	3.2%	2.5%
Attendance rate	97.7%	Up from 96.8%	96.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 14.0%	2.9%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 13.4%	2.8%	1.0%
Eligible for gifted and talented	16.5%	Up from 11.4%	9.3%	15.6%
On academic plans	0.0%	N/AV	52.6%	39.9%
On academic probation	0.0%	N/AV	1.9%	0.7%
With disabilities other than speech	10.6%	Down from 18.6%	12.8%	12.4%
Older than usual for grade	10.3%	Up from 10.2%	6.5%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 0.7%	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 27)</b>				
Teachers with advanced degrees	55.6%	Up from 51.7%	53.1%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.9%	N/A	13.1%	9.1%
Teachers with emergency or provisional certificates	16.0%	Up from 11.5%	12.1%	5.6%
Teachers returning from previous year	79.4%	Up from 78.4%	79.6%	84.6%
Teacher attendance rate	96.5%	No change	94.7%	94.8%
Average teacher salary	\$40,091	Up 0.2%	\$42,195	\$42,267
Prof. development days/teacher	15.3 days	Up from 10.6 days	11.8 days	11.9 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.3 to 1	19.2 to 1	21.1 to 1
Prime instructional time	92.2%	Up from 92.1%	88.4%	89.0%
Dollars spent per pupil*	\$8,005	Down 7.6%	\$7,025	\$6,243
Percent of expenditures for teacher salaries*	51.6%	Up from 46.4%	57.8%	59.8%
Percent of expenditures for instruction*	58.7%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.7%	97.5%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	11.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.2%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This year has been very positive! Our students are excelling, and I am proud of them for making the effort to improve their grades and behavior. The Honor Roll Statistics are proof that our children can succeed and meet high expectations. We have implemented the Talent Development Reading Program during our Enrichment class, and I would like to thank all of our teachers for their hard work to make this program work.

Lastly, I would like to comment on the school's report card. In this age of school accountability, the rating for our school is the same as the previous year. However, careful inspection of the report card indicates an increase in English Language Arts from 15.5% to 19.3% at Basic or Proficient, and an increase in Mathematics from 25.8% to 27.8% at Basic or Proficient. Also, we would have met the criteria for Adequate Yearly Progress had the requirements for the state objectives not doubled from 17.6% to 38.2% in English Language Arts and from 15.5% to 36.7% for Math. Despite this discrepancy, Carvers Bay Middle did improve in the number of objectives needed to meet Adequate Yearly Progress by meeting 17 out of 21 required objectives. We also met the highest number of objectives for middle schools in our district.

I highly commend the students and teachers for their hard work and dedication to our school! We will continue to emphasize continuous improvement through Talent Development, academic and behavioral incentives, and high expectations for all of our students to be successful.

Darryl P. Stanley, Principal  
James Jackson, Chairman, SIC

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	29	113	37
Percent satisfied with learning environment	82.8%	74.3%	86.5%
Percent satisfied with social and physical environment	93.1%	81.3%	72.2%
Percent satisfied with school-home relations	65.5%	80.5%	83.3%

\*Only students at the highest middle school grade level at this school and their parents were included.